



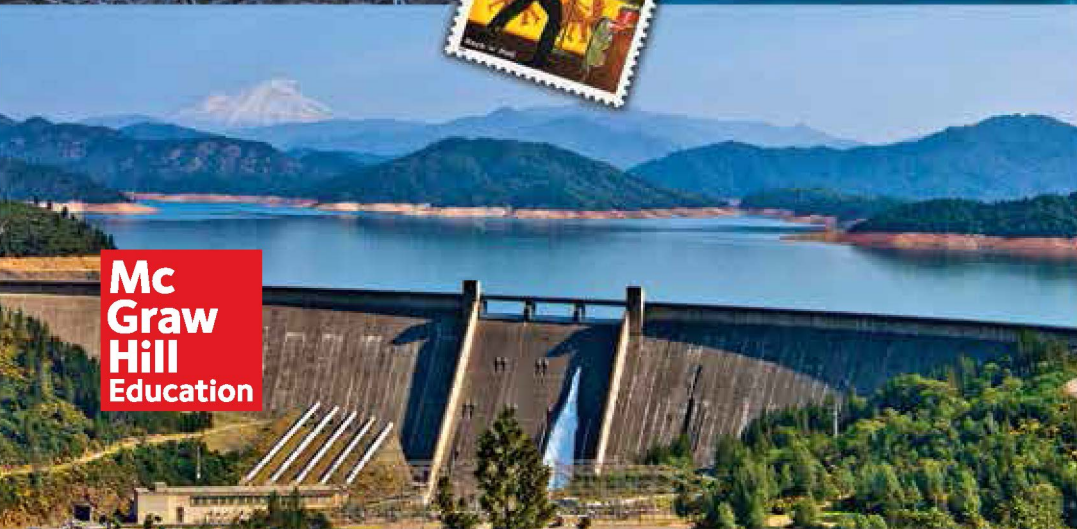
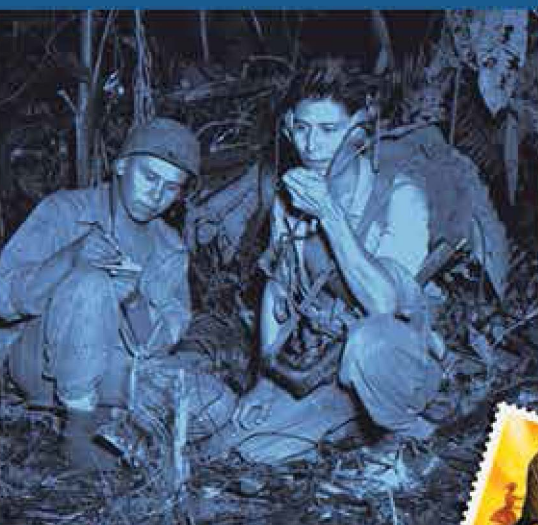
INQUIRY JOURNAL


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CALIFORNIA
SOCIAL STUDIES

UNITED STATES

HISTORY & GEOGRAPHY

CONTINUITY & CHANGE



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America and World War II

ESSENTIAL QUESTION

What kinds of sacrifices does war require?

World War II affected millions of people around the globe. What kinds of sacrifices did the war demand of soldiers? Of civilians living in the war-torn regions? Of civilians whose land was not invaded?

TALK ABOUT IT



With a partner, discuss the sort of information you would need to discover how the events of World War II affected people's lives around the world and the sacrifices it caused those people to make. For example, you might ask: *What new sacrifices did World War II force people to make as compared to previous wars?*

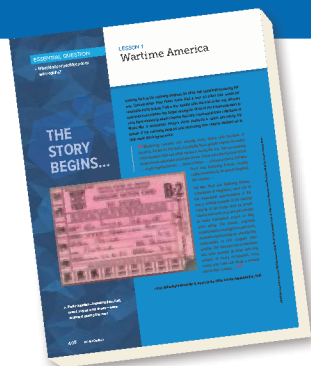
DIRECTIONS: Write down three additional questions that will help you explain the sacrifices that World War II brought about.

MY RESEARCH QUESTIONS

Supporting Question 1:

Supporting Question 2:

Supporting Question 3:



ESSENTIAL QUESTION

What kinds of sacrifices does war require?

As you gather evidence to answer the Essential Question, think about:

- how and why people volunteered or were drafted for military service in the United States.
- how the move to a wartime economy affected American civilian life.
- how the war affected all of American society.

My Notes

Wartime America

DIRECTIONS: Search for evidence in Chapter 11, Lesson 1 to help you answer the following questions.

- 1A SUMMARIZING** How had Americans viewed the draft before World War II? How did those attitudes change in the early years of the war?

- 1B EXPLAINING EFFECTS** How did the attack on Pearl Harbor affect American attitudes about military service? Was this a change or a continuation of a trend?

- 2A UNDERSTANDING CONTEXT** What does the decision to use cost-plus contracts to produce weapons and equipment tell us about the needs of the government and the importance of American businesses to the war effort?

- 2B EVALUATING** Was the policy of converting civilian businesses to wartime production successful? Did this policy meet the government's needs?

- 3 SUMMARIZING** Use the following chart to summarize some of the policies that were instituted to prepare the United States for life during wartime. Analyze these policies in terms of the social changes they caused.

THE UNITED STATES DURING WORLD WAR II

POLICY	SOCIAL CHANGE
Industrial mobilization for war production	
Draft of military-age men	
West Coast designated a military zone.	
Rationing	
Women filled administrative and clerical positions in the armed forces.	

- 4A CIVICS** How did the entry of the United States into the war cause the country to compromise some of its values?

- 4B ANALYZING CHANGE** Were these compromises justified? How should rights be balanced against the needs of a war? Explain your answers.

ESSENTIAL QUESTION

What kinds of sacrifices does war require?



VOCABULARY

munitions: weapons and ammunition

fortified: strengthened against attack

creature comforts: things that make life pleasant (adequate food, decent shelter, warm clothing)

complacent: self-satisfied without being aware of potential problems

unprecedented: unheard of; having never occurred before

Fireside Chat

DIRECTIONS: Read the transcript of a fireside chat. Then respond to the questions that follow.

EXPLORE THE CONTEXT: President Franklin D. Roosevelt hosted “fireside chats” during evening radio programming. He used his radio address to explain political issues and clear up rumors. The primary focus of these fireside chats was to allay the fears of the public during the Great Depression and then World War II.

PRIMARY SOURCE: RADIO ADDRESS

“Not all of us can have the privilege of working in a munitions factory or a shipyard, or on the farms or in oil fields or mines, producing the weapons or the raw materials that are needed by our armed forces. But there is one front and one battle where everyone in the United States—every man, woman, and child—is in action, and will be privileged to remain in action throughout this war. That front is right here at home, in our daily lives, in our daily tasks. Here at home everyone will have the privilege of making whatever self-denial is necessary, not only to supply our fighting men, but to keep the economic structure of our country fortified and secure during the war and after the war. This will require, of course, the abandonment not only of luxuries but of many other creature comforts.

Every loyal American is aware of his individual responsibility. Whenever I hear anyone saying, ‘The American people are complacent—they need to be aroused,’ I feel like asking him to come to Washington to read the mail that floods into the White House and into all departments of this government. The one question that recurs through all these thousands of letters and messages is, ‘What more can I do to help my country in winning this war?’

To build the factories, to buy the materials, to pay the labor, to provide the transportation, to equip and feed and house the soldiers and sailors and marines, and to do all the thousands of things necessary in a war—all cost a lot of money, more money than has ever been spent by any nation at any time in the long history of the world. We are now spending, solely for war purposes, the sum of about \$100 million every day in the week. But, before this year is over, that almost unbelievable rate of expenditure will be doubled. All of this money has to be spent—and spent quickly—if we are to produce within the time now available the enormous quantities of weapons of war which we need. But the spending of these tremendous sums presents grave danger of disaster to our national economy. When your government continues to spend these unprecedented sums for munitions month by month and year by year, that money goes into the pocketbooks and bank accounts of the people of the United States. At the same time raw materials and many manufactured goods are necessarily taken away from civilian use; and machinery and factories are being converted to war production. You do not have to be a professor of mathematics or economics to see that if people with plenty of cash start bidding against each other for scarce goods, the price of those goods goes up.”

—from a radio address by President Franklin D. Roosevelt, April 28, 1942

Roosevelt, Franklin D. “On Our National Economic Policy,” Radio Address of the President on the Subject of Total War and Total Effort, April 28, 1942. Franklin D. Roosevelt, Master Speech File, 1898-1945. Franklin D. Roosevelt Presidential Library & Museum. http://www.fdlibrary.mariet.edu/_resources/images/rmf/rmf00031 Copyright © McGraw-Hill Education

1 ANALYZING POINT OF VIEW To whom do you think this radio speech is directed?

2 SUMMARIZING What is President Roosevelt trying to convey about the country's economy in this radio address?

3 CIVICS According to President Roosevelt, how did the civilians contribute to the war effort?

4 UNDERSTANDING CONTEXT Why do you think this speech was broadcast on the radio rather than in a newspaper?

5 IDENTIFYING BIAS Does President Roosevelt reveal any bias in this speech? How can you tell?

6 DRAWING CONCLUSIONS How would this radio speech motivate Americans to support (or continue their support) for the war?

ESSENTIAL QUESTION

What kinds of sacrifices does war require?

Grow Your Own, Can Your Own

DIRECTIONS: Study the poster. Then respond to the questions that follow.

EXPLORE THE CONTEXT: Wartime meant shortages of all kinds, as resources and materials were diverted to the war effort and hundreds of thousands (and eventually, millions) of men were called to serve in the armed forces overseas. To keep the population fed and healthy, citizens were encouraged to grow fruits and vegetables in their own garden and to learn to preserve them by canning and pickling. Posters such as the one shown here were distributed to encourage these practices in support of the war effort.

PRIMARY SOURCE: POSTER



—poster created by artist Alfred Parker

- 1 INTEGRATING INFORMATION** What messages were people meant to take from this poster? Explain your answer.

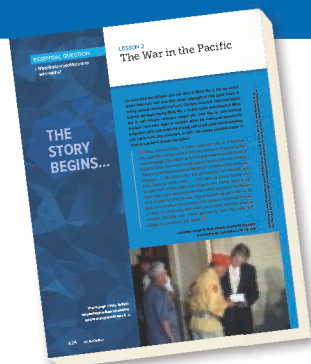
- 2 UNDERSTANDING CONTEXT** Why is this poster considered wartime propaganda?

3 COMPARING AND CONTRASTING How are this source and the war bonds referenced in the Student Edition related to one another? What messages do they share? How do they differ?

4 EVALUATING INFORMATION What conclusions can you draw about the role of women in wartime from this poster?

5 ECONOMICS What might be some economic consequences of people growing and canning their own food?

6 IDENTIFYING CONNECTIONS In what ways was World War II different for Americans compared to wars occurring today?



ESSENTIAL QUESTION

What kinds of sacrifices does war require?

As you gather evidence to answer the Essential Question, think about

- the specific circumstances and requirements of the war in the Pacific.
- the compromises countries made between liberty and security.
- the sacrifices soldiers and civilians made in wartime.

My Notes

The War in the Pacific

DIRECTIONS Search for evidence in Chapter 11, Lesson 2 to help you answer the following questions.

1A UNDERSTANDING CONTEXT What events led to the Bataan Death March?

1B GEOGRAPHY How were the U.S. troops able to last for several months before surrendering to the Japanese?

2A EXPLAINING EFFECTS What was one effect of the Bataan Death March on the U.S. troops?

2B ANALYZING SOURCES What kind of evidence is given in the Student Edition as proof of the misery of the Bataan Death March?

3A DETERMINING MEANING What is meant by the term *island-hopping*?

3B USING MAPS Use the map in Lesson 2 to complete the chart showing the islands “hopped” by Admiral Nimitz and General MacArthur.

Pacific Islands “Hopped” by Battleships	
Admiral Chester Nimitz	General Douglas MacArthur

ESSENTIAL QUESTION

What kinds of sacrifices does war require?



VOCABULARY

unintelligible: impossible to understand

intercepted: seized

confer: discuss ideas with another person

Letter to Major Jones

DIRECTIONS: Read the letter. Then respond to the questions that follow.

EXPLORE THE CONTEXT: Philip Johnston was the son of a fluent Navajo speaker and a white missionary to the Navajo. In 1942, he came up with the idea of recruiting Navajo soldiers to use their unique language as a virtually unbreakable code for radio transmissions in the Pacific theater. In fact, the Japanese never broke the code, and it has been credited with being a crucial contribution to the Allies' success in the South Pacific.

PRIMARY SOURCE: LETTER

February 18, 1942

Dear Major Jones:

On my return trip from San Diego, I stopped over at Riverside to confer with the superintendent of Sherman Institute with regard to the use of some Navajo students for a demonstration of their native language as a code for the Marine Corps. . . . It is my sincere belief that Navajos, serving in the capacity I have outlined, will make a major contribution to the winning of this war. Therefore, I should like to offer the suggestion that you plan to invite as many officers as possible, connected with Communication, Intelligence, or other branches of the service, who would be interested and qualified to evaluate the project. For your information and theirs, I will summarize the two qualities which make the Navajo language ideal for use as a code in military operation:

1. It is an unwritten language, and completely unintelligible to the ear of any person except a Navajo. Therefore, messages sent in this language could not, under any possible conditions, be intercepted and translated by the enemy.
2. It is a rich, fluent language—one that is capable of adaptation to the specialized terms employed by the Army, Navy, and Marine Corps.

I await your reply.

Sincerely yours,

Philip Johnston

—from a letter written by Philip Johnston, 1942

Johnston, Philip. Letter to Major James E. Jones. February 18, 1942.

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1 GEOGRAPHY Why did Johnston believe Navajo would be a highly secure language to use as a code?

2 DISTINGUISHING FACT AND OPINION What is one fact contained in Johnston's letter?

3 DISTINGUISHING FACT AND OPINION What is one opinion contained in Johnston's letter?

4 INFERRING What can you infer from this about U.S. radio transmissions in World War II?

5 RELATING EVENTS What might have happened if the United States had not used Navajo soldiers to speak their language on the radio?

6 EVALUATING Was it a smart decision to use the Navajo code talkers?

ESSENTIAL QUESTION

What kinds of sacrifices does war require?

Communication from General MacArthur

DIRECTIONS: Read the communication from General MacArthur. Then respond to the questions that follow.

EXPLORE THE CONTEXT: This communication from General MacArthur, commander of the American and Filipino troops defending the Philippines, was written shortly before President Roosevelt ordered MacArthur's evacuation to Australia. In it, he recommends a plan of attack against the Japanese.



PRIMARY SOURCE: RADIOGRAM

In compliance with your previous directive that from time to time I present my strategic conception of the situation I take this opportunity of presenting what I believe is a fatal mistake on the part of the Democratic Allies. The Japanese are sweeping southward in a great offensive and the Allies are attempting merely to stop them by building up forces in their front. This method, as has almost universally been the case in war, will fail....The lines of weakness from time immemorial have been the lines of communication. In this case they are stretched out over two thousand miles of sea with the whole line subject to American sea thrust. This line is not defended by enemy bombers but is held by scattered Naval elements.

A sea threat would immediately relieve the pressure on the South and is the only way that pressure can be relieved. A great naval victory on our part is not necessary to accomplish this mission; the threat alone would go far toward the desired end.... You must be prepared to take heavy losses, just so heavy losses are inflicted in return. I wish to reiterate that his bomber strength is practically entirely engaged on his southern front and represents little menace to such a naval thrust. With only minor threat from the fleets of Germany and Italy, the American and British Navies can assemble without serious jeopardy the force to make this thrust. I unhesitatingly predict that if this is not done the plan upon which we are now working, based upon the building up of air supremacy in the Southwest Pacific, will fail, the war will be indefinitely prolonged and its final outcome will be jeopardized. ...In submitting these views I may be exceeding the proper scope of my office and therefore do so with great hesitancy. My excuse, if excuse is necessary, is that from my present point of vantage I can see the whole strategy of the Pacific perhaps clearer than anyone else. If agreeable to you I would appreciate greatly the presentation of this view to the highest authority.

—from MacArthur to General Marshall, February 4, 1942

VOCABULARY

immemorial: ancient

thrust: attack, offensive

menace: threat, danger

MacArthur, Douglas. "Radiogram From Ft. Mills, P.I. To General Marshall, February 4, 1942." Philippines, State Files, 1933 - 1945, President's Secretary's File (Franklin D. Roosevelt Administration), 1933 - 1945, Franklin D. Roosevelt Library 1959.

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1 DETERMINING CENTRAL IDEAS What does MacArthur hope to accomplish by writing this communication?

2 CITING TEXT EVIDENCE Why does MacArthur feel that the current plan of defense is flawed?

3 GEOGRAPHY According to MacArthur, how does the geography of the region work to their advantage?

4 DESCRIBING What strategy for countering the Japanese offensive is MacArthur recommending?

5 IDENTIFYING CONNECTIONS Why do you think the Japanese were so interested in attacking the Philippines?



ESSENTIAL QUESTION

What kinds of sacrifices does war require?

As you gather evidence to answer the Essential Question, think about

- the specific circumstances and requirements of the war in Europe.
- the compromises countries made between liberty and security.
- the sacrifices soldiers and civilians made in wartime.

My Notes

The War in Europe

DIRECTIONS Search for evidence in Chapter 11, Lesson 3 to help you answer the following questions.

- 1A DETERMINING CONTEXT** Why did Prime Minister Churchill want U.S. troops to attack the periphery of the German Empire instead of directly invading Europe?

- 2B SUMMARIZING** What happened when U.S. troops fought the German army for the first time in western Tunisia? What action did General Dwight D. Eisenhower take after the attack?

- 3 IDENTIFYING CONNECTIONS** What is a convoy system, and why did the U.S. Navy set one up?

- 4 UNDERSTANDING CONTEXT** Use the table below to list the features of the four nighttime strategies discussed for the D-Day invasion. In the right column, write the reasoning for each strategy.

Strategy	Why Use This Strategy?

- 5A GEOGRAPHY** How did the Germans use the Omaha Beach's geography to their advantage?

- 5B EVALUATING** What do you think would have been the outcome if the Allies didn't wait for the perfect conditions to execute the D-Day invasion?

ESSENTIAL QUESTION

What kinds of sacrifices does war require?



VOCABULARY

prescribed: authorized; agreed to

offensive: attack

depletion: reduction

synthetic oil: human-made lubricant

Mission Plan

DIRECTIONS: Read the mission plan excerpt. Then respond to the questions that follow.

EXPLORE THE CONTEXT: The United States and Britain formed the Combined Chiefs of Staff with the Allies' top military staff as a way to combine efforts during the war. Below is an excerpt from the plan that was approved at the meeting in 1943.

PRIMARY SOURCE: MISSION PLAN

The mission of the U.S. and British bomber forces, as prescribed by the Combined Chiefs of Staff at Casablanca, is as follows:

To conduct a joint U.S.-British air offensive to accomplish the progressive destruction and dislocation of the German Military, industrial, and economic system and the undermining of the morale of the German people to a point where their capacity for armed resistance is fatally weakened. This is constructed as meaning so weakened as to permit initiation of final combined operations on the Continent . . .

Destruction of the submarine building yards selected will reduce present submarine construction by eighty-nine percent (89%) . . .

Depletion of the German Air Force will fatally weaken German capacity to resist our air and surface operations. Complete domination of the air is essential for our ultimate decisive effort . . .

The quantities of petroleum and synthetic oil products now available to the Germans is barely adequate to supply the lifeblood which is vital to the German war machine. The oil situation is made more critical by failure of the Germans to secure and retain the Russian supplies.

—from Plan Submitted to the Combined Chiefs of Staff,
Conferences at Washington and Quebec, 1943

1 ANALYZING SOURCES What is the audience for this mission plan, and what aspects of the passage were targeted specifically for the audience?

2 DESCRIBING What is the object of this mission?

3 INTERPRETING What does the writer mean when he states, “undermining the morale of the German people to a point where their capacity for armed resistance is fatally weakened?”

4 COMPARING AND CONTRASTING How would you compare this mission plan to President Roosevelt’s radio speech in Lesson 1?

5 ECONOMICS Why is a lack of petroleum and synthetic oil important to weakening the German army?

ESSENTIAL QUESTION

What kinds of sacrifices does war require?

French Resistance Photograph

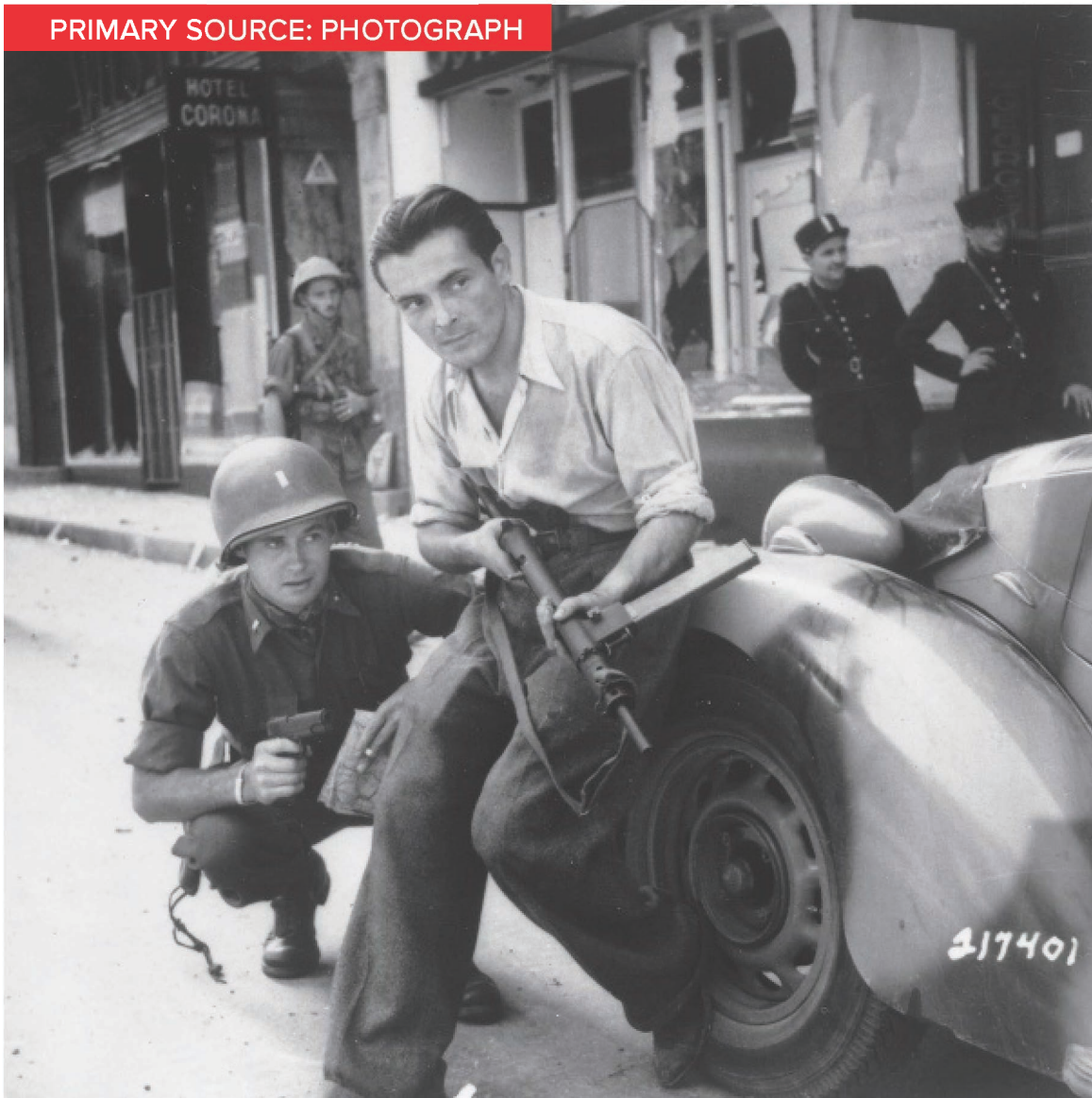
DIRECTIONS: Study the image. Then respond to the questions that follow.

EXPLORE THE CONTEXT: This photo shows an American officer and a French partisan crouching behind a car during a street fight in a French city. Members of the French resistance were ordinary people fighting to free their country from German occupation. They did not have uniforms and often lacked military equipment.

VOCABULARY

partisan: foot soldier

PRIMARY SOURCE: PHOTOGRAPH



—taken in France in 1944

1 EVALUATING What type of emotion do the men in the photo portray?

2 INTERPRETING How would you describe this war scene?

3 DETERMINING POINT OF VIEW What was the status of the war in France in 1944?

4 CIVICS How could this photo affect the way civilians viewed the war?

5 UNDERSTANDING CONTEXT Why doesn't the French partisan have on a uniform in this photo?

6 EVALUATING Does this image remind you of modern-day war photos? Why and why not?



ESSENTIAL QUESTION

What kinds of sacrifices does war require?

As you gather evidence to answer the Essential Question, think about

- the circumstances and consequences of dropping the atomic bomb on Japan.
- the consequences of World War II.

My Notes

The War Ends

DIRECTIONS Search for evidence in Chapter 11, Lesson 4 to help you answer the following questions.

1 IDENTIFYING CAUSES Why did President Truman decide to bomb Japan after Germany surrendered?

2 COMPARING AND CONTRASTING Use the chart below to list the differences between a firebomb and a nuclear bomb.

Firebomb	Nuclear bomb

3A UNDERSTANDING CONTEXT What motivated President Truman to use the nuclear bombs?

3B GEOGRAPHY Where were the nuclear bombs dropped, and why were those cities chosen?

- 4 EXPLAINING CAUSE AND EFFECT** After Japan surrendered, how did the United States, Britain, France, and the Soviet Union form to punish German and Japanese leaders for war crimes?

- 5 IDENTIFYING CONNECTIONS** How did the end of War World II provoke the Cold War?

ESSENTIAL QUESTION

What kinds of sacrifices does war require?

Indictment for *The United States of America v. Karl Brandt, et al.*

DIRECTIONS: Read this excerpt of the indictment of a German conspirator. Then respond to the questions that follow.

EXPLORE THE CONTEXT: Before the International Military Tribunal, 185 defendants from many sectors of German society were brought to trial known as the “Subsequent Nuremberg Proceedings.” The defendants were grouped according to their main area of activity: medical, legal, ethnological, economic, or political. This text below is part of the indictment for the medical case.

PRIMARY SOURCE: INDICTMENT

COUNT ONE: THE COMMON DESIGN OR CONSPIRACY

1 Between September 1939 and April 1945 all of the defendants herein, acting pursuant to a common design, unlawfully, willfully, and knowingly did conspire and agree together and with each other and with diverse other persons, to commit War Crimes and Crimes against Humanity, as defined in Control Council Law No. 10, Article II.

2 Throughout the period covered by this Indictment all of the defendants herein, acting in concert with each other and with others, unlawfully, willfully, and knowingly were principals in, accessories to, ordered, abetted, took a consenting part in, and were connected with plans and enterprises involving the commission of War Crimes and Crimes against humanity.

3 All of the defendants herein, acting in concert with others for whose acts the defendants are responsible unlawfully, willfully, and knowingly participated as leaders, organizers, instigators, and accomplices in the formulation and execution of the said common design, conspiracy, plans and enterprises to commit, and which involved the commission of, War Crimes and Crimes against Humanity.

4 It was a part of the said common design, conspiracy, plans and enterprises to perform medical experiments upon concentration camp inmates and other living human subjects, without their consent, in the course of which experiments the defendants committed the murders, brutalities, cruelties, tortures, atrocities, and other inhumane acts, more fully described in Counts II and Three of this Indictment.

5 The said common design, conspiracy, plans and enterprises embraced the commission of War Crimes and Crimes against Humanity, as set forth in Counts Two and Three of this Indictment, in that the defendants unlawfully, willfully, and knowingly encouraged, aided, abetted, and participated in the subjection of thousands of persons, including civilians, and members of the armed forces of nations then at war with the German Reich, to murders, brutalities, cruelties, tortures, atrocities, and other inhumane acts.

—from Nuremberg Military Tribunals Indictment for *The United States of America v. Karl Brandt, et al.*, 1946



VOCABULARY

conspiracy: plan created in secret by two or more people

indictment: formal accusation of a crime

abetted: helped

enterprises: projects undertaken

instigators: people who start action

willfully: on purpose

1 SUMMARIZING Briefly write what the defendant was charged with.

2 DESCRIBING What does the indictment say the defendant specifically did?

3 DETERMINING MEANING What is the indictment referring to with “common design” or plans”?

4 RELATING EVENTS Why did these trials occur?

5 UNDERSTANDING CHANGE How would these trials build a better world?

6 CIVICS What verdict do you think a court would reach today in this case?

ESSENTIAL QUESTION

What kinds of sacrifices does war require?



VOCABULARY

revolutionary: groundbreaking, innovative

ultimatum: demand, requirement

applications: uses, purposes

divulge: make known

Dropping the Atomic Bomb

DIRECTIONS: Read the following excerpt from a press release announcing the decision to drop the atomic bomb on Japan. Then respond to the questions that follow.

EXPLORE THE CONTEXT: The Manhattan Project was a secret program begun by President Roosevelt to build an atomic bomb. Once the bomb became a reality, President Truman considered it a weapon that could be used to save American lives. When Japan ignored the Potsdam Declaration calling for their surrender, President Truman carried out the threat of “prompt and utter destruction” by ordering use of the atomic bomb.

PRIMARY SOURCE: PRESS RELEASE

SIXTEEN HOURS AGO an American airplane dropped one bomb on Hiroshima, an important Japanese Army base. That bomb had more power than 20,000 tons of T.N.T. It had more than two thousand times the blast power of the British “Grand Slam” which is the largest bomb ever yet used in the history of warfare....It is an atomic bomb. It is a harnessing of the basic power of the universe. The force from which the sun draws its power has been loosed against those who brought war to the Far East.

...It was to spare the Japanese people from utter destruction that the ultimatum of July 26 was issued at Potsdam. Their leaders promptly rejected that ultimatum. If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth. Behind this air attack will follow sea and land forces in such numbers and power as they have not yet seen and with the fighting skill of which they are already well aware.

...It has never been the habit of the scientists of this country or the policy of this Government to withhold from the world scientific knowledge. Normally, therefore, everything about the work with atomic energy would be made public. But under present circumstances it is not intended to divulge the technical processes of production or all the military applications, pending further examination of possible methods of protecting us and the rest of the world from the danger of sudden destruction. I shall recommend that the Congress of the United States consider promptly the establishment of an appropriate commission to control the production and use of atomic power within the United States. I shall give further consideration and make further recommendations to the Congress as to how atomic power can become a powerful and forceful influence towards the maintenance of world peace.

—a Statement by the President, August 6, 1945

Truman, Harry S. “Press release by the White House, August 6, 1945.” *Years Papers, Subject File, Army U. S., Press releases, the atomic bomb and atomic energy*. Harry S. Truman Library & Museum. https://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/documents/index.php?documentid=59&page=number=1

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1 CITING TEXT EVIDENCE Why does Truman feel obligated to break with the tradition of sharing scientific breakthroughs with the world?

2 DETERMINING POINT OF VIEW How do you know that President Truman feels strongly about using this new technology responsibly?

3 GEOGRAPHY What impact do you think the harnessing of atomic power has on the environment?

4 UNDERSTANDING CONTEXT Why do you think the Allies issued an ultimatum (the Potsdam Declaration) to the Japanese?

5 IDENTIFYING CONNECTIONS Why does the president say that atomic power and all its potential for massive destruction is a “forceful influence toward the maintenance of world peace?”

ESSENTIAL QUESTIONS

What kinds of sacrifices does war require?

1 Think About It

Review the supporting questions you developed at the beginning of the chapter. Review the evidence you gathered in Chapter 11. Were you able to answer each Supporting Question? If there was not enough evidence to answer your Supporting Questions, what additional evidence do you think you need to consider?

2 Organize Your Evidence

Complete the chart below with information you learned about the policies of World War II, how they affected soldiers, how they affected civilians, and how these policies constituted a sacrifice.

Policy	How It Affected Soldiers	How It Affected Civilians	How was This a Sacrifice?
Conscription			
Censorship			
Rationing			

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3 Write About It

Work in small groups. With your group, discuss the policies, consequences, and contexts of war sacrifices that you have identified and noted in your charts. Compare your charts. Did each member of the group pick the same policies and sacrifices? Were the sacrifices you identified necessary to help the Allies win World War II? Who made greater sacrifices: civilians or soldiers? Explain your answers.

4 Connect to the Essential Question

Following your work in Step 3, choose the policies that you identified as constituting the greatest and most vital sacrifices in World War II. Then create a multimedia presentation that helps to answer the Essential Question: *What kinds of sacrifices does war require?*

Your presentation should include images, music, or animation. Identify and describe the sacrifices these policies entailed, their effects on soldiers and civilians, and how sacrifices during the war contributed to the Allied victory. Be sure to consider the demands of the war and the specific context of World War II while analyzing these policies and sacrifices. Connect your description to the political, technological, and military situations during the war. Be sure that your presentation is accurate, engaging, and informative.

CITIZENSHIP TAKE ACTION



MAKE CONNECTIONS

WThroughout its history, the United States has asked men and women to make sacrifices for the good of the country through service in the country's armed forces. Today, over 20 million people are veterans of the armed forces. They have served in conflicts such as World War II, the Korean War, the Vietnam War, and the first Persian Gulf War. The wars in Iraq and Afghanistan are still ongoing, and the United States maintains military bases around the globe. Every one of these servicemen, servicewomen, and their families has direct experience of what it means to make sacrifices for their country, for its citizens, and for people around the globe.

DIRECTIONS: With the help of your teacher identify veterans from your local area to interview about the sacrifices they made in the armed forces. You might identify family members who are veterans or organize a visit to a local veteran's organization. Work in a small group to draft a series of questions you would like to ask your interview subjects. Consider asking them about their background, the circumstances in which they joined the armed forces, where their service took them, and the sacrifices they had to make as a result. Next, decide how you will record your interviews. You might write the answers on a notepad or laptop or record them using a video camera or digital recorder.

After conducting your interviews, create a multimedia presentation from the material you gained from your interviewee(s) in which you will analyze the experiences of your interview subject(s) and draw conclusions about why people serve in the armed forces and the kinds of sacrifices they (and their loved ones) make. Consider the historical context for your conclusions. Has the United States always demanded the same sacrifices of successive generations or across different conflicts? What factors have changed? What could be done to better support the country's veterans?
